and Government should offer scholarships for the study of education as a science. It would be worth while to study the system of "Folk Schools" in Denmark with a veiw to the economic reconstruction of the country by adapting the educational institutions to the real needs of the people.

There were still many departmental schools in caste Hindu centres, especially in south Travancore, which were not thrown open to all classes of people. There were some schools which could not be inspected by the Inspectress of Schools, since she happened to be a Christian. This was quite undesirable.

Tamil was once a very flourishing language and was the State language too. Nearly one-sixth of the population of the State was composed of Tamilians. But Tamil language was not sufficiently encouraged in the State. Tamil should be made an optional subject for the Vernacular School Leaving and Higher examinations. In places sparsely inhabited by Tamilians, concessional treatment should be accorded to Tamil primary schools in the matter of the requisite minimum strength. Sanction for opening new primary Tamil schools should not be withheld on the ground of vicinity of Malayalam schools.

The proportion of expenditure on education to the revenue collected was less in the taluks of south Travancore than in north Travancore. This inequlity should cease. At least one more English High School for girls should be established in south Travancore. Since the cost of education per head through aided schools was much less than what it was through Government institutions, private enterprise should be liberally supported.

Finally, the member said that a complete overhauling of the educational system in Travancore was the greatest need of the day. The Government should lay down a definite and clear policy as to what their objective was and a competent mixed committee of officials and non-officials should be appointed to consider the ways and means of ushering in an era of real educational advancement in the State on useful and practical lines.

DEWAN'S REPLY: Mr. Thomas, your very interesting representation will receive sympathetic consideration. The Director has sent up proposals for the appointment of an Education Reforms Committee, and, I trust, no time will be lost in passing orders on that.

57. Education Department.

MR. N. K. PADMANABHA PILLAI (*Neyyattinkara taluk, Group I*) said that one of the most important question that should engage the serious and earnest attention of the Government was the question of overhauling the system of education obtaining in the State, in a manner suited to the conditions and needs of the times. The urgent necessity for reforming the existing system of education had been brought to the attention of the Government through the Legislative

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Council, the Assembly, the press and the platform. The Government too had admitted the imperative need for reform and had promised that action would be taken at an early date. But nothing was done in the matter. They continued to follow the same old policy, but at the same time prided themselves in spending about fifty lakhs of rupees, *i.e.* one-fifth of the total revenues of the State on education. The policy laid down thirty years back by Dr. A. C. Mitchell was still in vogue. The subjects which were taught to the students of the last generation continued to be the subjects in which the present day students were being given instruction. The curricula of studies were the same as they were more than a quarter of a century ago. All the same the cost of education had become prohibitive and the Government's education budget had also swelled. But those who came out of the educational institutions only served to add to the prevailing economic distress and discontent in the land. The Education Department had become a mere machinery devoid of all life, existing to conduct periodical examinations and inspections. A system of education to be really useful, should be able to equip fully the student population in their battle of life. This purpose was not at all served by the system of education in vogue. The appointment of the new Director after displacing Rao Bahadur K. V. Rangaswami Aiyangar was viewed by many with disfavour. It was however expected that the newly imported officer would at least try to maintain the new life engendered by Mr. Aiyangar into the working of the department. But the new Director had not come up to the mark. There was a general dulness visible in each and every branch of the department. The Director was not able to do anything during his one and a half years of service in the direction of ushering in a new era in the system of education in the State. Things were drifting in the same way as before to the same end.

The Government had accepted a resolution of the Legislative Council recommending the appointment of Indians only for the place of the Director of Public Instruction. But soon after they imported a non-Indian as the Director. The Director of Public Instruction should be an Indian, preferably a Travancorean. There was no paucity of educated men in the State, fit to guide the destinies of the Education Department. The Director was also the directing agency of vernacular education in the State and he had to lay down the policy of that branch of education also. It was therefore highly essential that he should be a Travancorean or at least an Indian well acquainted with the conditions of the country.

The education that was obtaining in the schools and colleges was essentially literary in character. The time had come to encourage the practical side of education imparted in the State. Steps should be taken to impart instruction in cottage industries as well as other industries suitable to particular localities. A general course of instruction should also be given in such subjects as co-operation, public health

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banking and politics, besides practical training in agriculture. It was highly regrettable that in Travancore which was mainly an agricultural country, there were only three agricultural schools with a total strength of 60 students.

Though judged by the standard of literacy Travancore stood first in the whole of India in the matter of education, there was much scope for improvement of literacy in the State. The endeavour should be to make literacy universal in the State. To achieve this object, a scheme of compulsory primary education would have to be formulated. It was true that there was wastage in primary education. This wastage could be avoided to a large extent by not allowing schools to be started which would stop with the 2nd or 3rd class. Out of the 3,000 odd primary schools in the State, more than half were incomplete schools. The number of schools was more than sufficient for the requirements of the State. The department should take steps to check the multiplication of schools as well as to convert all incomplete primary schools into complete primary schools. It would be better to leave primary education entirely in the hands of women teachers.

As regards vernacular education, the member said that the Government accorded only a step-motherly treatment to vernacular schools as compared to English schools. The vernacular schools were generally housed in old and rickety buildings, ill-furnished and ill-equipped, with insufficient premises. This indiffernt attitude showed the Government's utter disregard of the people speaking the mother tongue. A deplorable feature of the system of education in vogue was the neglect shown in teaching Travancore History in schools and colleges. The ordinary graduate of the day did not know what the condition of Travancore and her people was fifty years back. They studied a lot about the history of the middle ages in Europe and the stone age in England, but they were taught to neglect the history of the land in which they were born and bred up.

The member next suggested that it would be advantageous to amalgamate the middle school classes in English schools *i. e.*, classes from the Preparatory Class to Form III, with classes V to VII in the vernacular schools. In these Anglo-Vernacular schools, English should be taught as a compulsory subject and the other subjects should be taught in the vernacular. At the close of this course, a middle school examination, corresponding to the V. S. L. C. examination, should be instituted, which would fit the students for higher studies in English or to seek other walks in life. This system of Anglo-Vernacular education would also obviate the necessity of maintaining separate and distinct staff of controlling agencies for the English and vernacular schools. A Deputy Director or a Chief Inspector well versed in the vernacular of the country should be appointed as the final controlling authority of the combined schools. The Deputy Director should be assisted by three Range Inspectors, each of whom should have three Assistant Inspectors, subordinate to him. In any case, the number of Assistant Inspectors already existing could be reduced. The method of

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their inspection was complex and antiquated. An experiment should be made by constituting a board of education, consisting of officials and non-officials to lay down policies in the field of education. Higher education should be made more costly and the number of existing colleges should be reduced. The bifurcation of the old college into the Arts and Science Colleges was an unwise step. They should be amalgamated. Hindi should be taught as a compulsory subject in all the schools.

The salary of the staff of the English schools and colleges was too high. The pay of the headmasters and the graduate teachers in English schools and of the Professors and Assistant Professors in the colleges should be scrutinised and reduced.

A scheme of Provident Fund should be introduced for the benefit of teachers in aided schools. This matter was the subject of representations at previous sessions as well as of many memorials.

The practice of prescribing text-books for schools was far from satisfactory. There had been of late a lot of complaints about this matter. The question was discussed at the Budget session of the Legislative Council in 1106. A thorough overhauling of the machinery for prescribing text-books was essential.

Lastly, the member dealt about the girls' school branch of the Education Department. The vernacular education of girls was controlled by one quite ignorant of the Malayalam language. The administration of this branch of the department was far from satisfactory. The Inspectress of Schools did not conduct school inspections properly. In the matter of appointments and promotions also, the conduct of the Inspectress had come up for much criticism at the hands of the public. While there were acting teachers with more than 12 years service in the department, their claims were overlooked and people with shorter or no service were appointed. Such unjust appointments had given room for much discontent among the public.

DEWAN'S REPLY: The points raised by you, Mr. Padmanabha Pillai, will receive serious attention; and those dealing with the reform of education will be placed before the Education Reforms Committee, which, I hope, will soon be appointed.

58. Muslim education

MR. M. SULTAN MOIDEEN (*Nominated*) said that the administrative powers of the Mahomedan Inspector of Schools were not defined and that in the interests of discipline and efficiency, his powers should be defined. As it was, he had to inspect the Arabic instruction in the various schools in which there was provision for the teaching of that subject as well as to maintain the list of Arabic *Munshies* and teachers and control their appointments, promotions and transfers. But in practice it was found that the Assistant Inspector of each District made these appointments and transfers, even without the knowledge of the Mahomedan Inspector. He did not also

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